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External Evaluation and Review Report

NZ Training Assessments Limited

Date of report: 18 May 2022

About NZ Training Assessments Limited

NZ Training Assessments delivers training leading to driver licences for heavy vehicles and the transportation of dangerous goods.

Type of organisation:	Private training establishment
Location:	1b/163 Stoddard Road, Mt Roskill, Auckland
International Code of Practice signatory:	No
Number of students:	Domestic: 2021 – 1,325 students (130 equivalent full-time students) Māori: 2021 – 232 (18 per cent) Pasifika: 2021 – 96 (7 per cent)
Number of staff:	Six full-time; six part-time
TEO profile:	NZ Training Assessments Limited (provider page on NZQA website) NZ Training Assessments primarily delivers short courses that lead to an endorsement of a heavy vehicle driver’s licence. Learners must be qualified and competent drivers of regular cars before doing these courses. NZ Training Assessments is a New Zealand Transport Agency (NZTA) approved course provider. In February 2021, an NZTA audit found failures to comply with important areas in reporting and assessment practice in accordance with the ‘statement of approval conditions’ governing the delivery of NZTA-approved driver licensing courses. An action plan was agreed in September 2021, and notable work is being done to improve processes and practices.

Last EER outcome:	At the previous external evaluation and review (EER), conducted in March 2018, NZQA was Highly Confident in NZ Training Assessments' educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Safe Operation of Heavy Vehicles (Class 2) (Level 3) Training Scheme [Ref: 125801]• Class 2, Class 4 and other short courses
MoE number:	7136
NZQA reference:	C47848
Dates of EER visit:	16 and 17 March 2022

Summary of Results

New Zealand Training Assessments' training is highly valued by its stakeholders and students, within the context of a highly regulated industry. Most students are passing and gaining endorsements for heavy vehicle licences. However, there are gaps in academic management and self-assessment processes, with evidence of improvement implemented but not yet fully embedded.

Not Yet Confident in educational performance

- Students are gaining useful theoretical knowledge and practical skills. Overall course completion rates are strong but are undermined by findings of the 2021 NZTA audit report which identified serious weaknesses in some assessment practices and administration.
- The value of training is recognised by employers and highly regarded by key stakeholders. Industry and student needs are understood and are being met.

Not Yet Confident in capability in self-assessment

- Programmes are aligned to industry standards and are delivered by tutors with extensive industry experience. Assessment practices have been found to be weak, calling into question the validity of assessment outcomes for the reporting period. Improved policies and practices have been implemented; however, evidence of the impact of changes is still emerging.
- Students are well supported in their training, with important extended services offered to, for example, refugee, migrant and other students to navigate additional administrative processes for getting their driver's licence.
- Governance and management have not been effective in managing educational performance. Quality assurance processes had failings around monitoring, administration and assessment practices.
- During most of the reporting period there were significant gaps in monitoring, reporting and checking staff compliance. Growth in enrolments compounded this limitation.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>NZ Training Assessments reports overall achievement that is consistently very high across all courses and the training scheme, with 7468 out 7666 students (97 per cent) successfully completing various courses between 2018 and 2021 (refer to Table 1, Appendix 1). All courses show achievement rates above 90 per cent, consistent with the results of similar courses at other providers. Achievement for all learner groups is relatively on par.</p> <p>However, the findings of the 2021 NZTA audit report expose some variable assessment practices, undermining the reliability of the achievement results. The recent interventions to strengthen assessment practices – including check-marking of assessments – is proving to be effective, and a concerted effort is being made to improve the quality of standards.</p> <p>Students gain knowledge that can be applied immediately in the workplace. Successful completion of the various driver training leads to endorsement for the relevant driver’s licence. The Class 2 driver’s course enables students to pathway to higher class licences or other transport-related courses.</p> <p>Achievement data is used to analyse the performance of students across all groups and offerings each year, enabling NZ Training Assessments to compare results and use data as a form of internal ‘benchmarking’. NZ Training Assessments has recently changed the student management system to better align with reporting requirements and strengthen capability in this area of self-assessment.</p> <p>Achievement data is analysed to inform decisions, and student re-sits are informally analysed and discussed. There is an opportunity for NZ Training Assessments to formally analyse the number of re-sits overall to determine the proportion of first achievers.</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

Conclusion:	Although achievement is very strong across all offerings, the weaknesses in practice exposed by the NZTA audit report are serious. However, immediate actions were taken to support improvements that are now emerging. There is an opportunity to improve the analysis and review of achievement-related data.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>NZ Training Assessment courses are highly valued by employers, students and the transport industry. The knowledge and skills gained have a positive impact for students in their professional and personal development.</p> <p>Employed graduates gain the opportunity to advance or change their career.</p> <p>Graduates are capable and able to respond to the increasing demand for heavy vehicle drivers in the transport and logistics industry.</p> <p>Unemployed students who complete the Class 2 or Class 4 licence upgrade courses are all placed in employment in driving roles. These students are mostly referred by Work and Income New Zealand (approximately 5 per cent of enrolments).</p> <p>Employers gain licensed, skilled and knowledgeable drivers who can contribute to the capability and improvement of the industry.</p> <p>NZ Training Assessments is conveniently located near major transport and logistics organisations, enabling employers to gain easy access to training facilities. This also provides a close industry network for the PTE.</p> <p>Enrolment data indicates that 78 per cent of student enrolment comes from referrals, demonstrating continued repeat business for NZ Training Assessments.</p> <p>Ongoing collection and analysis of feedback assists NZ Training Assessments in addressing minor issues and understanding stakeholder needs. This process is being strengthened with a formal survey to widen the scope and improve the response rate of students and stakeholders.</p>

Conclusion:	NZ Training Assessments provides valued outcomes such as employment and the supply of trained and licensed drivers to the transport and logistics industries and to meet skills shortages. Systematic collection and analysis of feedback leads to the understanding of outcomes and informs decision-making.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Shaped by NZTA requirements and MITO² training materials, the PTE's courses are well aligned to industry needs. Course review is ongoing but limited to regulatory changes. A register of unit standard versions is used to control updates to ensure the currency of teaching and assessment.</p> <p>Regular advisory and industry engagement are used to inform the development of new courses and respond to organisations having to adapt to industry changes due to the Covid-19 pandemic.</p> <p>Study guides, trainee activity booklets and assessment tasks are developed by industry specialists and MITO, the standard-setting body. Standardised presentations, in-class learning activities, quick reference tools, explanatory material and practice lessons with automatic and manual vehicles, provide flexible learning options and supplement the learning material. Access to a network of different roads for driver training and assessment provides an authentic practical learning environment.</p> <p>Assessors are experienced, have industry knowledge and skills, are registered assessors with MITO, and hold a certificate of authorisation to conduct driver licence training. Assessors have ongoing involvement in the review and refinement of the learning material and assessments.</p> <p>Academic standards and integrity have not been robust enough, and the validity and consistency of assessment and moderation have been variable. Following the NZTA report, specific weaknesses in assessment were identified and all academic</p>

² Motor Industry Training Organisation

	<p>processes reviewed, with an external consultant engaged to provide some targeted professional development to the tutorial staff.</p> <p>There has been considerable work done on processes to strive for a higher level of academic integrity, with the appointment of a quality lead to ensure that robust academic standards continue to grow. The tutor, assessment and moderation guides were redeveloped to improve practices. All staff have been involved in the improvement process with the consultant. A follow-up of the NZTA audit is required to increase NZQA's confidence in the quality of the training.</p> <p>NZ Training Assessments has concentrated efforts to implement changes to improve rigour. These include check-marking assessments and regular internal moderation of 20 per cent of selected assessments, conducted by the quality assurance manager, as well as close monitoring of assessment outcomes.</p> <p>External moderation conducted by MITO reports on assessment decisions, and judgements are endorsed, with few recommendations for the theory and practical assessments. Further external moderation is in progress by a MITO-approved moderator.</p>
<p>Conclusion:</p>	<p>Courses and delivery are well aligned with industry needs, and programme review is effective. NZ Training Assessments is working hard to revise its academic policies to ensure that the integrity and validity of academic standards are maintained. Robust and strategic new processes have been developed to support self-assessment. Evidence of the effectiveness of the new practices is emerging. However, it is too soon to confirm the long-term effectiveness of these changes and therefore the extent to which academic standards and integrity are embedded.</p>

1.4 How effectively are students supported and involved in their learning?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Learners from diverse backgrounds are well engaged in the learning experience due to the practical nature of the programme and the experiential, contextualised support provided by the tutors. One example of this is a cohort of migrant Indian taxi drivers who had to discontinue taxi driving due mainly to border closures and lockdowns, and instead opted for driving a truck.</p> <p>Barriers to learning are managed by assessors, with strategies in place to support learners who experience challenges. This includes an interview process to assess any issues that may hinder student performance during the training. Extended support in overcoming language and academic barriers is provided to engage students from the start. Student feedback affirmed that they gain the required knowledge from the training and resources and feel well supported by the assessors.</p> <p>Training is inclusive, engaging and well resourced, with good study material for all unit standards including a trainee activity booklet and quick reference tools provided ahead of the training. Feedback on progress is provided to the students and supports their development. Trainers are available to provide further clarification. If a student requires additional training they can re-sit the course at no additional cost. Further support is provided to students who struggle to navigate the administrative process to gain their licence.</p> <p>The Code of Practice³ has been reviewed and worked through with all staff to ensure full understanding, and the PTE complies with the requirements of the Code. Students have very limited time with the organisation, but steps are in place to ensure student wellbeing and needs are considered. Student feedback is collected after the course and issues are dealt with as they occur. NZQA received three student complaints related to credit reporting during the reporting period. These complaints have subsequently been addressed. However, it is not clear how</p>

³ The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	effectively feedback and complaints are dealt with and used to inform overall decision-making.
Conclusion:	There is generally effective support and student engagement enabled by the training and activities provided by NZ Training Assessment. Students have a largely positive experience and almost all complete the courses successfully. A greater level of analysis would be beneficial to ensure that student concerns and needs are addressed in a timely way, and that students are not disadvantaged in any way.

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>NZ Training Assessments has a clear and well understood purpose and direction. The managing director has good oversight of the organisation; close collaboration with the site manager enables shared leadership and collective decision-making throughout the organisation. Communication is effective across the organisation, with information being conveyed back to management and the director. Oversight of teaching has improved.</p> <p>NZ Training Assessments' Covid-19 response was measured, planned and well implemented, with clear guidance for staff and students.</p> <p>There are good teaching resources available for experiential learning. The training facilities are well designed and resourced.</p> <p>Tutorial staff are industry experienced and approved by NZTA and registered with MITO. Staff are valued and feel supported by management. Additional administration and quality assurance staff have been appointed to provide further administrative rigour (such as timely and accurate reporting) and enhance the quality of educational standards.</p> <p>Academic leadership has been less convincing. Oversight of the quality of training, and particularly assessment by all tutors, has been proven ineffective. As a result of the NZTA findings, governance and management took immediate action and have been working closely with staff to understand issues and provide solutions. Management's commitment and work to introduce a</p>

	<p>comprehensive monitoring process has been significant, with a continued focus on academic and administrative systems to ensure robust practices will be sustained.</p> <p>Improvement in assessment practices and moderation is being prioritised and policy changes are being implemented. However, it is not yet possible to provide evidence that changes are embedded and effective. Prioritising staff capability in these areas is important to effectively implement improvements. Some professional development has been completed; however, ongoing professional development is warranted to ensure academic quality, administrative accuracy and timeliness.</p>
Conclusion:	The response to the last EER recommendations was not broad enough and did not encompass trainer, assessor and administrative risks, which proved damaging to educational quality. Self-assessment of academic standards and practices is an area that has required improved leadership. This is occurring.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Poor
Findings and supporting evidence:	<p>Monitoring and management of compliance responsibilities have not been robust. NZ Training Assessments has some systems in place to ensure its compliance obligations are being met. However, unknown weaknesses highlighted by administrative breaches reflect inadequate administrative management of processes to meet compliance obligations to NZTA and NZQA.</p> <p>Significant work occurred immediately to analyse and respond to the NZTA audit report.⁴ NZ Training Assessments took a constructive approach, conceding some findings and challenging some sample issues within the audit. Most points were conceded as administrative weaknesses and that some tutors had compromised the validity of assessments with poor teaching and assessment practices. NZ Training Assessments revised its quality management system with updates on changes to policies and procedures. Management scaled up its monitoring and reviewing of changes in the regulatory</p>

⁴ A follow-up NZTA audit is due to take place in June 2022.

	<p>environment to ensure obligations are understood and are being met.</p> <p>NZQA attestations and returns have been provided; however, 32 per cent of credit reporting had not been completed within the required 90 days. This slow results reporting led to three complaints to NZQA, with students being directly negatively impacted. This has now been addressed with a system that is operating to ensure results are submitted in a timely manner.</p> <p>The PTE has participated in MITO external moderation, with overall moderation requirements being met. NZQA national external moderation was met for 2020 in the Core Skills system. For the second consecutive year, NZ Training Assessments has met moderation requirements for all the unit standards moderated.</p> <p>Compliance activities are diarised to manage compliance accountabilities. Evidence of other compliances are a health and safety manual, facilities and vehicles checklists, a Covid-19 response policy and a training risk management plan. These are all current and in use.</p>
<p>Conclusion:</p>	<p>Poor performance in a routine NZTA audit uncovered many non-compliances of which management was unaware. NZ Training Assessments took appropriate action when these important gaps emerged in the audit. However, it is too soon to know if these actions have been effective. No additional compliance breaches were identified during this evaluation.</p>

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Safe Operation of Heavy Vehicles (Class 2) (Level 3) Training Scheme

Performance:	Marginal
Self-assessment:	Marginal

2.2 Focus area: Class 2, Class 4 and other short courses

Performance:	Marginal
Self-assessment:	Marginal

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that NZ Training Assessments Limited:

- Develop stronger processes to understand, monitor, review and respond to important compliance requirements.
- Continue to strengthen capability in teaching and assessment practices, monitoring internal and external moderation processes to ensure outcomes are valid and good practices are being embedded.
- Involve staff in ongoing professional development such as relevant Ako Aotearoa workshops on educational practices.
- Continue to develop the collection of feedback data for self-assessment, and build organisation-wide capability in analysing and using this data.
- Work closely with the current external consultant to ensure ongoing programme development and quality management processes are strengthened.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix 1

NZ Training Assessments: Statistical Data Comparison 2018 - 2021														
YEAR	COURSE	ENROLLED					ACHIEVED				NOT ACHIEVED			EFTS VALUE
		Enrolled Students All	Enrolled Māori	%	Enrolled Pacifica	%	Achieved All	All %	Māori Achieved	Pacifica Achieved	Not Achieved All	Māori Not Achieved	Pacifica Not Achieved	
2018	Dangerous Goods	260	34	13%	17	7%	248	95%	32	16	12	2	1	143.2
	Class 2	1006	146	15%	59	6%	955	95%	142	57	51	4	2	
	Class 4	363	41	11%	18	5%	357	98%	41	18	6	0	0	
	Total Mobility	77	8	10%	14	18%	75	97%	8	14	2	0	0	
	Training Scheme - Small passenger services	2	1	50%	1	50%	2	100%	1	1	0	0	0	
2019	Dangerous Goods	310	48	15%	14	5%	301	97%	48	14	9	0	0	192.65
	Class 2	1381	185	13%	66	5%	1355	98%	183	65	26	2	1	
	Class 4	571	46	8%	13	2%	564	99%	45	13	7	1	0	
	Total Mobility	37	2	5%	3	8%	35	95%	2	3	2	0	0	
	Training Scheme	1	0	0%	0	0%	1	100%	0	0			0	
2020	Dangerous Goods	363	48	13%	22	6%	352	97%	48	22	11	0	0	194.65
	Class 2	1289	172	13%	87	7%	1270	99%	172	86	19	0	1	
	Class 4	601	68	11%	31	5%	584	97%	68	31	17	0	0	
	Total Mobility	53	4	8%	2	4%	52	98%	4	2	1	0	0	
	Training Scheme - Safe Operation	27	4	15%	6	22%	25	93%	4	6	2	0	0	
2021	Dangerous Goods	90	16	18%	2	2%	86	96%	16	2	4	0	0	130.11
	Class 2	817	163	20%	70	9%	799	98%	161	69	18	2	1	
	Class 4	387	51	13%	23	6%	376	97%	51	23	11	0	0	
	Total Mobility	26	1	4%	0	0%	26	100%	1	0	0	0	0	
	Training Scheme - Safe Operation	5	1	20%	1	20%	5	100%	1	1	0	0	0	

Table 1 – Data supplied by NZ Training Assessments

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁵*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁵ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including TITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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